

Course Syllabus

Cognitive Systems (COGS) 401 Winter 2019 (Term 2)

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Lectures: Tuesdays & Thursdays 11:00 am - 12:20 pm, BUCH 301

Course webpage (for readings): <http://visualcognition.ca/spering/teaching.html>

The best way to reach us is by e-mail at cogs401@gmail.com.

Course Prerequisites, Structure and Outline

Students must have successfully completed COGS 300. The current course, COGS 401, is an interdisciplinary seminar that integrates theory, methods, and current research topics. The course is aimed at exposing advanced undergraduate students to the work of active researchers in Cognitive Systems here at UBC and elsewhere. Students have the opportunity to consider and critically discuss the conceptual frameworks, methods, results, and broader implications of current research. The course will consist primarily of a weekly presentation (usually a lecture in which a researcher presents their findings, accompanied by Question & Answer and other participative modules), and seminar discussions based on the presentation. There will also be additional readings provided by the presenter. Students should be prepared to participate actively during lecture and seminar.

Assessment Methods

All UBC grading policies will be in effect, including those forbidding plagiarism (see details below). All questions about marks should be addressed in writing to Dr. Spering.

Readings and presentations: Regular attendance in class is expected. Students are responsible for reading the material *before* the presentation in order to be able to ask questions during the Q&A period following each presentation, and to participate actively during activities provided by the facilitator during the seminars (these will be the basis for the “active class participation” mark). Please note that students are required to be active participators during the seminar parts of this class. The role of the instructor is to merely facilitate students’ discussions. Students will give short presentations of their research project in class three times. Presentations on research background and final project will each count 5% towards the final grade (the first presentation is merely for feedback purposes and to brainstorm about a suitable topic; it will not be graded).

Attendance on presentation days is mandatory, and will count towards the attendance mark. Every student should be prepared to present. We will go through the class list by alphabet, starting with last names starting with the letter “A” for the research background presentation, and with the letter “Z” for the final presentation. However, each student should have their presentation ready to go on the first day of presentation, and every student must email the presentation slides to the cogs email address by 11 am on March 5 and March 21, respectively out of fairness and consideration for those students who have to present first. The same late penalties will apply for presentation slides as for essays (see below).

Research essays and proposal: Students will be required to write three short (750-word) research essays exploring a research idea raised by the presenters/authors they have heard/read. Each essay counts 15% towards the final grade. Detailed guidelines on how to write your research essays and our full marking guide are attached to this syllabus. Essays must be submitted by midnight (local time) on the day of the deadline to cogs401@gmail.com. All essays must be formatted as word document or pdf with 2 cm margin all around and have no more than 750 words. Please include a word count at the bottom of your last page. References are not included in the word count and should be listed at the end in APA formatting style (e.g., <http://www.apastyle.org/learn/quick-guide-on-references.aspx#In-Text>). A detailed essay marking guide is attached to this syllabus.

Students will prepare, present (twice), revise, and submit a more extensive 2,500-word research proposal that contains a review of the literature pertinent to a chosen research project. The research proposal must be submitted by midnight (local time) on the day of the deadline to cogs401@gmail.com. Please follow the same formatting guidelines as for essays and include a word count on the last page. Guidelines for the longer research proposal will be distributed in class during the term.

Grade breakdown:

Active class participation	15%
Research essays	45% (3 × 15% for essays)
Class presentations	10% (2 × 5%)
<u>Research proposal</u>	<u>30%</u>
Total	100%

Late penalty policy: Given how much time students will have to complete each essay and the proposal, late assignments are not encouraged. Assignments that arrive after the deadline (11:59 PM PST on the day of the deadline) will result in a deduction of 10% of the grade for that particular assignment per day. Assignments that are more than four days late (and would thus result in a grade of less than 50%) will not be accepted.

Notes on academic misconduct: Students are expected to be familiar with the following policies outlined in the Academic Calendar:

- Academic Honesty and Standards (<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,286,0,0#15620>)
- Student Conduct and Discipline (<http://students.ubc.ca/campus/student-code-conduct>)
- Academic Misconduct (<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>).

The UBC Calendar defines plagiarism as “the presentation or submission of the work of another person, without citation or credits, as the student’s own work”. Plagiarism and other forms of academic misconduct are very serious concerns of the University. The Cognitive Science Program subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (essays / research proposals) that students submit for grading will be scanned and compared to content located on the Internet or in TurnItIn’s own proprietary databases. The results of these comparisons are compiled into customized “Originality Reports” containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of plagiarism may result in zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student’s transcript. All work in this course, unless otherwise specified, is to be original work done independently by individuals. For details on pertinent University policies and procedures, please see the Policies and Regulations section of the UBC Calendar (students.ubc.ca/calendar).

Accommodations: Information on academic accommodations for students with disabilities can be found here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,34,0,0>. Students with a disability who wish to have an academic accommodation should contact UBC Access & Diversity (<http://students.ubc.ca/about/access>). Information on religious accommodations provisions can be found here: <http://www.calendar.ubc.ca/vancouver/?tree=3,48,0,0>.

Accommodations for issues arising throughout the term: As an instructor I acknowledge that you may feel overwhelmed at times, that you may feel like you cannot cope with the workload in your courses, or that you might get sick. While I will be supportive, I am not trained to evaluate your mental or physical health. Thus, if any personal or health-related crisis leads to delays in your ability to study or to submit your work, you must provide a doctor’s note (certificate of illness) to avoid the late penalty and contact Arts Advising and/or A&D if applicable.

Relation to UBC calendar: Nothing in this syllabus can contravene any Academic Calendar regulations of University policy. In resolving any discrepancy, Academic Calendar regulations and University policy take precedence.

Course withdrawal deadlines: Dates and deadlines for course drop/withdrawal for the 2018/19 academic year please see <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,45,99,0>.

Instructional Objectives: Why take this course?

Statements indicating what you should get out of each presentation and seminar will be included in the outline for each presentation. These objectives are to guide your studying and choice of essay topics. Aside from specific content-related instructional objectives, the course also has some overarching goals, summarized here:

In addition to learning a huge amount about vision, action, cognition, language and music, by the end of this class, you will be able to:

- Critically evaluate empirical research papers by extracting the following information: research question, hypotheses, logic, method, results, interpretation / implications.
- Collaborate effectively with other contributing participants in group work.
- Write a short research essay commenting on an idea, hypothesis, theory, or a specific research paper.
- Provide a critical peer evaluation of someone else's work.
- Respond adequately to a peer review of own work, provided by someone else.
- Communicate effectively in speaking by summarizing ideas and structure of the research project in brief classroom presentations in a style acceptable to the audience.
- Manage projects and course work together with other commitments.
- Get ideas and prepare for a directed studies project in COGS 402.

Course Schedule COGS 401 – Winter 2019 (Term 2)

Day	Date	Event
Thursday	Jan 3	Introduction to the course
Tuesday	Jan 8	Lecture (Vision) / Miriam Spering
Thursday	Jan 10	Seminar (Vision) / Miriam Spering
Tuesday	Jan 15	TA presentation: How to write an essay
Thursday	Jan 17	Lecture (Motor learning) / Anouk de Brouwer
Tuesday	Jan 22	Seminar (Motor learning) / Anouk de Brouwer
Thursday	Jan 24	Seminar (Ethics) / Miriam Spering
Tuesday	Jan 29	Lecture (Ethics) / Judy Illes
<i>Wednesday, Jan 30: ESSAY 1 DUE</i>		
Thursday	Jan 31	Presentation of research ideas 1
Tuesday	Feb 5	Presentation of research ideas 2
Thursday	Feb 7	Lecture (Animal vision) / Doug Altshuler
Tuesday	Feb 12	Seminar (Animal vision) / Miriam Spering
Thursday	Feb 14	TA presentation: how to write a literature review
Tuesday	Feb 19	Midterm break
Thursday	Feb 21	Midterm break
Tuesday	Feb 26	Lecture (Auditory perception) / Doris Chow
Thursday	Feb 28	Seminar (Auditory perception) / Doris Chow
<i>Friday, Feb 27: ESSAY 2 DUE</i>		
Tuesday	Mar 5	Presentation of research proposal background 1
Thursday	Mar 7	Presentation of research proposal background 2
Tuesday	Mar 12	Presentation of research proposal background 3
Thursday	Mar 14	Lecture (Music) / Ève Poudrier
Tuesday	Mar 19	Seminar (Music) / Miriam Spering
Thursday	Mar 21	Presentation of final research proposal 1
Tuesday	Mar 26	Presentation of final research proposal 2
Thursday	Mar 28	Presentation of final research proposal 3
<i>Wednesday, Mar 27: ESSAY 3 DUE</i>		
Tuesday	Apr 2	Presentation of final research proposal 4
Thursday	Apr 4	Presentation of final research proposal 5
<i>Thursday, Apr 11: RESEARCH PROPOSALS DUE</i>		

All reading materials for this term will be posted at
<http://visualcognition.ca/spering/teaching.html>

COGS 401 Essay Writing and Marking Guide

(Source: Fox, J., Birol, G., Han, A., Cassidy, A., Welsh, A., Nakonechny, J., Berger, J., Peacock, S. (2014). Enriching educational experiences through UBC's first year seminar in science (SCIE113). *Collected Essays on Learning and Teaching*, VII, 1. Retrieved January 16, 2017; <http://celt.uwindsor.ca/ojs/leddy/index.php/CELT/article/view/4147/3564>)

Essays are marked for **creativity and content** as well as essay structure. The following guide is merely for essay structure. There are no easy marking rubrics for creativity and content. For these aspects, we look at novelty and uniqueness of your ideas, and at how well the content of the essay matches the content covered in guest lectures.

Essay structure

Thesis statement <i>States the main idea or claim of the argument</i>	10	9	8	7	6	5	4	3	2	1	0
	Clear thesis statement			Thesis statement lacks clarity				Thesis statement missing			
Development statement <i>Presents main reasons that will be developed to support argument</i>	10	9	8	7	6	5	4	3	2	1	0
	Clear development statement			Development statement lacks clarity				Development statement missing			
Organization of ideas <i>Same order as stated in thesis & development. Each idea moves the argument forward.</i>	10	9	8	7	6	5	4	3	2	1	0
	Ideas are presented in the same order as stated in thesis & development			Ideas are generally presented in the same order as stated in thesis & development				Ideas are not presented in the same order			
Conclusion <i>Contains a clear summary with no new information added</i>	10	9	8	7	6	5	4	3	2	1	0
	Clear summary			Summary is unclear				No summary			
Paragraphs <i>Consist of one main idea with supporting evidence and examples</i>	10	9	8	7	6	5	4	3	2	1	0
	Writing is organized into paragraphs			50% writing organized				Writing does not contain paragraphs			
Sentences <i>Clear and grammatically correct</i>	10	9	8	7	6	5	4	3	2	1	0
	Sentences are clear and grammatically correct			50% correct				Sentences lack clarity and/or have grammatical errors that inhibit understanding			

Citations	10	9	8	7	6	5	4	3	2	1	0	
<i>In-text citations and references formatted correctly (APA style)</i>	Correct throughout				50% correct				No obvious formatting			

Developing an argument

Idea development	10	9	8	7	6	5	4	3	2	1	0	
<i>Ability to structure a scientific argument</i>	Scientific argument presented with claims based on logical reasoning				Scientific argument presented with most claims based on logic				Scientific argument presented with few, if any, claims based on logic			
Use of examples	10	9	8	7	6	5	4	3	2	1	0	
<i>Examples and scientific evidence are used to support a claim</i>	Consistent and appropriate use of examples and evidence				Generally appropriate use				Examples and evidence rarely or never used			
Content	10	9	8	7	6	5	4	3	2	1	0	
<i>Incorporates relevant ideas that relate to the course</i>	Content related to course				Content somewhat related				Content only remotely related or unrelated			

Total: _____ / 100

Grade: _____ %

Essay structure fundamentals (adapted from course material provided in UBC SCIE 113):

The internal structure of an essay resembles an “I” shape. The top horizontal line represents the thesis, or *thesis & development statement*, telling the reader what s/he will read about in the rest of the essay.

What is a thesis & development statement?

A defining sentence (or two) that clearly states the main idea of the writing. It must include the subject to be discussed and the points that you will make about that subject in the order in which you will write about them.

Why is a thesis statement important? It states the claim or the argument.

- Appears near the beginning of the writing to tell the reader what the topic is, how it will be discussed, and the order in which it will be discussed.
- Captures reader’s attention by specifically stating your point of view.

The vertical bar of the “I” represents the *main body* of the essay where each of the points presented in the development part of the thesis is presented and discussed, using appropriate examples and scientific evidence. References should be included here and formatted correctly, following APA style (see course syllabus for details). Each paragraph should contain one idea and examples or references to justify it.

The bottom horizontal bar of the “I” represents the *summary* or conclusion of the essay. Here the claim and development points are integrated to show the reader why/how all the points fit together. No new information is added to the essay at this point, but a summary may suggest new avenues for future enquiry.

Please do not forget to include a word count (750 words max.) at the bottom of your essay.